



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

the first aim. The fact that this has to be done, in the present hurried course, is one of the principal reasons why so many students pass through that course without any suspicion that they are occupying themselves with a literature. Even for the mere mastery of the mechanism, however, the time is too brief. It seems to me that no thoughtful student of pedagogics can go into any first-year classes of any school, in which Latin occupies only four years, without feeling that the young student is being constantly pushed beyond his depth. The language is unquestionably a difficult one. The fact that it is both difficult and constructed upon sound reason, makes it an admirable field for the young and growing mind to occupy itself with. But its difficulties should be taken at such a rate that they may be got fairly in hand. *Time* is necessary, both for understanding and for assimilation. The same considerations hold also with regard to the second year. The plunge into Caesar, ordinarily taken in that year, carries many pupils at once to the drowning-point, and overtakes the strength and wind of nearly all. Even the cleverest pupils would become far stronger Latinists,—which also means would become better thinkers,—if they could advance more slowly in the first year, and in the second year read the easiest Latin that can be found, as an introduction to a more difficult third-year author. And when, later, they reached their Virgil and their Cicero, they would, if under a proper teacher, find themselves really feeling something of that charm and power which made these men contribute so much to the Rebirth of Europe, at the time when our humanistic training arose. But all this means a six-year course.

---

#### THE PLAN OF A SIX-YEAR LATIN COURSE. \*

At the very outset I am bold to say that I have the deepest convictions of the potency and practicability of this plan, and believe that its adoption will aid in solving one of the gravest problems in American education, the union of the Grammar

---

\*Address by Superintendent A. F. Nightingale, of the Chicago High Schools. (See p. 372.)

School, the High School, and the College, and result in better methods of instruction, more scholarly teaching, a higher mental training, and a wider diffusion of the College spirit among our young people.

Superficial thought will lead many, doubtless, to scout the idea, as indicative of radical changes in our courses of instruction, and those who are bound head and hand by the fetters of tradition will cry out against the suggestion, as an idiosyncrasy, and as born of an irreverential iconoclasm. The plan, however, involves, nothing radical or peculiar. The German language has been taught in the grammar, and in many of the primary schools of our large cities for a quarter of a century, and it has been no disturbing element except in politics. The purpose of this study, however, has been mainly to preserve and spread the speech of the Fatherland in our country, and to make better bread-winners.

The introduction of Latin would have for its purpose that grander thought, the purification, the perfection, and the universal spread of a more intelligent English speech, by which the conglomerate masses of our country may become more perfectly agglutinated and assimilated. One of the most significant, and, to my mind, rational recommendations of the Committee of Ten, was that the elementary course should end with the sixth, and the secondary course begin with the seventh year of school life. I would, however, eradicate all this thought about the ending of the one and the beginning of the other. There is nothing more to be deprecated in our whole educational system, nothing more mischievous in its workings, nothing more productive of prejudice among the teachers than the chasms which we have allowed between the Primary and the Secondary schools, and between the Secondary schools and the College.

Hitherto they have been bridged, and only the few have been prevailed upon to cross, but now they should be filled, even as back bays are filled and populated by the wise and intelligent. Hitherto pupils have entered the High School at

the average age of fifteen years. Every study that met them was new, strange and difficult. Algebra seemed to have nothing in common with Arithmetic, Latin with English Grammar, nor Science with Common School Geography. Along the bleak shores of the first year in the High Schools are scattered, in pitiable profusion, the wrecks of a multitude of average minds, which had they been inducted earlier into these studies, which now are so formal and difficult, would have been saved for a riper scholarship and a more intelligent citizenship.

The Report of the Committee of Ten has given rise to a "revival of learning," and if we occupy the vantage ground afforded us, we shall soon hail the renaissance of Latin study. Within a year Algebra and concrete Geometry have been made an integral part of the Grammar school course in the city of Chicago—an example to the Northwest. English History also, formerly used simply as supplementary reading, is studied in a regularly adopted text-book, both in anticipation of, and supplementary to, United States History: The sciences in their primordial elements and with purely objective teaching,—Nature study so called,—have been given a unique place in all the grades. Nothing remains to obliterate the unfortunate and unnatural distance between the eighth and ninth grades but the introduction of elementary Latin as an elective study, in the last two years of the Grammar school course. This has been accomplished in Chicago by the establishment of five distinct College Preparatory Schools, which receive pupils at the end of the sixth year. But since the course of study in these schools for the first two years is almost identical with that of the last two grades of the Grammar schools (Latin alone excepted) we would save to the Grammar schools these, the brightest and best pupils, the inspiration of every Grammar school teacher, and prevent the dismantling of the High Schools, through a separation from the mass, of those who, by reason of a superior intelligence on the part of some parents, early decide for College, by superseding these distinct schools with the introduction of Latin into the seventh grade. Ideally

beautiful and fascinatingly unique as these separate and distinct institutions may seem for the select few of the 400, we must not lose sight of the essential fact, that it is the underlying purpose of the schools of the people and for the people to give our youth a preparation for life and for citizenship rather than for College, and it is our duty to give all the children, stop where they must, the best education possible to the limit of their privilege.

With this one change effected, this one simple step taken, the transition from the eighth to the ninth grade will be wholly like that from the seventh to the eighth. Nerves will not be shocked nor hearts sickened by an entirely new diet as now ; across the threshold of every study in the first year of the High School, the pupil will have gently passed, and the only change will be the awakening of new ambitions and new purposes of study, by coming into the atmosphere of a higher, broader learning, and under the tuition of new teachers of a deeper, richer scholarship.

There are two or three surface objections to this scheme, which we must meet and answer.

First—The course of study in our Grammar schools is now so thoroughly congested that there is no room for an additional study. I have had several years of Grammar school supervision, and out of that experience I am convinced that the work alone of English, so-called, may be so abridged and enriched as to furnish abundant room for its primogenitor and illuminator, the Latin, and were it possible to measure the mental acquirements of two years, and to institute legitimate comparisons, I would venture to predict, that the pupils would have double the power in the use of their mother-tongue, write a better English essay, use a more terse and trenchant style of speech, than if the time devoted to Latin study were wholly given to the English language *per se*. This intimate relation of the Latin to the English cannot be too earnestly insisted upon, too thoroughly emphasized. Secondly, were the inauguration of this mild revolution desirable the teachers of our Grammar

schools, as at present employed, would not be capable of giving the necessary instruction. I am inclined to dismiss this objection as a slander upon the preparation which these teachers bring to their work, and yet the objector may be sincere. I have taken the trouble to investigate this matter in the 150 Grammar schools of Chicago, and I am pleased to say that in sixty per cent. of them there are one or more teachers to-day, who, as College graduates, or as having taken advanced work in Latin, beyond the High School, are quite thoroughly competent to give instruction in the etymological and syntactical principles of this language, and to see accomplished that fundamental work, so essential in the beginning of Latin, which, in a four years' course, is now of necessity too hastily, and too imperfectly done. In many of the other schools there are those of scholarly tastes and ambition, who would hail with delight the introduction of this study as an inspiration to them to seize the inestimable privilege of supplementing their High School Latin with a sufficient knowledge for imparting adequate instruction. Even were our Grammar schools so pitifully equipped that neither Principal nor assistant teacher could be found ready, able and willing to do this work, as it ought to be done, there would not only be revealed to us the reason why in many Grammar schools English is so poorly taught, but there would soon come to the front, as in the days of the cannon shot against Fort Sumter, a multitude of young men and women full-armed, college-bred, imbued with the spirit and understanding of Latin teaching, who would not only impart adequate instruction in this branch, but who would raise the whole tone of Grammar school instruction, and make these schools for the masses more effective agencies for good in the people's education. Thirdly, and I now come to the great bone of contention, the burning question of the day, the field (if my metaphors are not too inexcusably mixed) upon which the battle royal must be fought to a finish. It is the question of educational values. Our course of study, leading up to the very threshold of University specialization, will never be ad-

justed and unified until this question, to whose discussion the educators of the United States bring such diversified and antagonistic opinions shall, by some unconditional surrenders, and some honorable concessions, be amicably settled. I lay it down as a broad proposition, disputable perhaps, but sound, that when a student in his University work comes to those diverging paths along the trend of some one of which he desires to erect a unique temple, he should find the foundations so broadly and so deeply laid, down beneath the quick sands of ephemeral study, that he need not hesitate as to the weight, and the strength, and the height of the superstructure he may erect thereupon. While the prevailing theory of to-day is the individuality of education, the development of the one talent, the cultivation of the one specialty which seems to have received the Divine touch, there is still weight and wisdom in the old-fashioned theory, so well enunciated by Lord Macaulay, when he said : " We believe that men who have been engaged up to one or two and twenty in studies which have no immediate connection with the business of any profession, and of which the effect is merely to open, invigorate, and to strengthen the mind, will generally be found in the business of every profession superior to men who have at eighteen or nineteen devoted themselves to the especial studies of their calling."

While I believe the real end of education is the complete evolution of the individual, as he comes from the mould of the infinite, and that manual training schools and technological institutions should be provided for those exceptional youth whose abundance of a specific gray matter calls for an influence of development that is *sui generis*, I cannot subscribe to the theory that the broadest culture attainable from a pursuit of the humanistic studies is no longer desirable, and that the average youth, who may become potent in ameliorating the condition of humanity, and in permeating the world with loftier ideals of God's purpose in the exaltation of mankind, should satisfy himself with less than the rigorous exercise and the vigorous development that comes from classical study.

President Eliot maintains that two years out of the twelve devoted to a preparation for college or for life are wasted, and that the improvement of our grammar schools is the greatest educational question before the American people to-day. Although the startling enunciation of this sad truth was made some years ago, it is true to-day except so far as the influence of this master mind in his fearless assertions, has improved the matter and method of these schools. But when he approaches the crucial question and intimates that every subject has as much educational value as every other, and that the requirements in history, science, English, and the modern languages should be unquestionably equal in quality and quantity, and as serious as those in Latin, he proposes that which however desirable is absolutely unattainable. While this paper concerns Latin alone, I cannot in passing refrain from expressing my indignation and alarm at the harsh language used by the President of our first American University, in his reply to the vigorous yet scholarly protests, *in absentia*, of his associates at Harvard, Professors Goodwin and White, and that of Professor Seymour, of Yale, that any preparatory course should be called classical, which did not allow the pursuit of Greek for three years; for, President Eliot said, "it is a rash demand, and the more imperative and uncompromising, the rasher it is," and then added: "Indeed it seems to me to illustrate the saying, '*Quem deus vult perdere, prius dementat.*'" Such a statement made concerning these men, to whom the scholarship of this country is so greatly indebted, was, to say the least, uncalled for.

You have doubtless all read the sophistries of that eminent teacher and Latin editor who, in speaking of the unanimous recommendation of the Presidents of the Associated Colleges of New England, that Latin be introduced into the grammar schools, cries out against the suicidal movement and says: "I wish to do something to arrest the progress of what I believe to be a great error;" and, also, "If Latin is put back into the grammar schools, I feel sure that the present order will be



fastened upon us for decades and perhaps for a century to come." \*

Heaven grant that all his fears may be realized. The arguments which this eminent teacher adduces for the anticipation of Latin with French, have such lack of effectiveness as to present the strongest evidence I have ever read against the study of Latin at all as an instrument for the production of logical powers of analysis. He can give no other reason for this time-honored custom than that it was thought better to begin with the older form of Latin and proceed to its later development, the French, rather than the reverse, and that the custom has continued because the world is ruled by custom, "and there is only now and then a person who takes the trouble to think." He acknowledges himself that he shrinks from this painful operation of thinking when he conveniently can, and surely his paper presents a notable instance of this unscholarly habit of shirking thought.

Although he acknowledges that nobody in Germany, England or America seems to question the propriety of the existing order and he never heard it doubted, he proceeds with these arguments for such a revolution in mind-building as would lead us to begin with the pinnacle and build down, putting in the foundations last. First, he holds that the partially inflected French is a natural bridge between the uninflected English and the highly inflected Latin. Secondly, French is much easier, "ten times easier" than Latin, and we should grasp at anything that will facilitate the study of Latin. Thirdly "Faith in the value and efficacy of Latin is dying out, and the study in our schools flourishes partly because it is really subsidized, for were not Latin required for admission to college, we should see much less devotion to the study than we do now," and he might have added by way of tautology that if there were no colleges, there would be fewer schools preparing pupils for College.

---

\*See the SCHOOL REVIEW for Jan. 1895, p. 7.

The words of John Stuart Mill, the greatest mind of the nineteenth century, spoken years ago, have lost none of their force or truth ; he said, "The mastery of Latin makes it easier to learn four or five of the continental languages than it is to learn one of them without it." Although it is doubtless true that the learning of these four or five languages—French, Italian, Spanish, Portuguese, would make the pursuit of Latin easier, I cannot see how time would be saved or labor conserved or intellect brightened, nor do I think it essential that the study of Latin should be made easy. Indeed I am convinced that the patent nostrums that have been experimented with the past few years to produce this undesirable result have lowered rather than heightened the tone of Latin instruction in our secondary schools.

Com. W. T. Harris says : "That which underlies our civilization is the subject of higher education. We get this element from the Latin and Greek and not from the French or German, for they rest like English on the Latin and Greek because we derived our civilization from them." "Science has taught us to study all things in their genesis."

If we would know the living animal, we study the embryonic life in the egg, and if we would master the strength and be imbued with the elegance of English and French as they exist in the vernacular to-day we must first analyze their embryonic form in the Latin. The purpose of education is power—power to think, to apply, to reason, to influence, to move mankind to reach up and out to larger contentment, higher thoughts, grander achievements. Power is not grasped by toying with the easy, but by contending with the difficult. Muscle physical or intellectual is not gained by manipulating straws, and reading French novels, but by lifting ponderous weights, and delving into the arcana of language.

Language is the key that unlocks all human thought and gives voice to all human aspirations. A man without words is like a beautiful ship launched on the welcome bosom of the sea without a pilot. Language is the basic study of all our

education and its fountain-heads are Latin and Greek, while modern speech flowing from them becomes more or less corrupted as it is removed from its source. Languages are subject to constant change and therefore do not admit of a perfect scientific analysis. Latin and Greek have yielded to the philological scalpel for 2,000 years and their anatomy, in its minutest detail has been formulated into perfect grammars, which from their very stability and perfection are of great value to the student. It is the difficulty of Latin, the importance of its relation to English, and its revelation of ancient life, laws, art, eloquence, civilization, the basis of all modern progress, that makes it the warp and woof of a liberal education.

To enable a pupil to successfully cope with a page of Caesar, Cicero, or Tacitus, he must be carried through a long and laborious course of study in grammatical forms, rules and principles, he must analyze words into roots, stems, and terminations, he must know the force of connectives and particles, he must treasure up the rules and exceptions in the construction of sentences, he must be able to turn the pages of his lexicon and from a multitude of meanings and shades of signification select the one that reveals the force and answers the end of the word to be construed. All this develops memory, reflection, reason, imparts to the pupil continuity of thought, tenacity of grip, and power of discriminations, strengthen his talents of perception and judgment, teaches him to observe distinctions, to weigh differences ; it leads him into the field of figurative language and enables him to clothe his own thoughts with the beautiful garb of metaphors, similes and tropes of every kind, which are so forcible, whether written or spoken ; not a difficult sentence can be transferred from the idiom of Latin into the idiom of English, or vice versa, without bringing into requisition a strong mental effort which produces a corresponding mental progress. There are no such returns of intellectual grasp and growth in the study of modern languages ; the very facility of acquisition precludes the possibility of great mental discipline. The substitution of French for Latin in the

last two years of the grammar grades would, we believe, so dissipate the continuity of mental effort on the part of the pupil that he would not bring to the subsequent study of Latin that determined grit of mental application so essential to the mastery of its difficulties and the appreciation of its subtleties.

The controversies, conferences, and commissions of the past few years in France, Germany, England, and culminating in the New Testament of secondary education promulgated in the report of the Committee of Ten in our own country, all demonstrate the importance and necessity of Latin study at an earlier age than our American pupils have hitherto been allowed to begin it.

There has been much intelligent discussion in France and Germany, and much unintelligent discussion in the United States, concerning the proceedings and promulgations of the French Conference of 1890 and the Berlin Conference of 1892, the results of which are now in operation in the Lycée and the Gymnasia.\*

I have prepared a table of the course of study for the Prussian Gymnasia, with the recent changes which have been officially adopted; also some comparative tables of the curricula in the gymnasia of Prussia, Bavaria, Saxony and Württemberg, giving the number of hours devoted to each study, both before and since the Berlin Conference. The motives which effected these changes, as well as those of the Lycée (which I have also tabulated), must be clearly understood before we can safely draw our inferences.

The public press essayed to make us believe that it was the dawn of a new era for the sciences and the modern languages, and the relegation of the ancient classics to the shades of an effete civilization. Far from it. In the Lycée a greater percentage of time is given to the study of Latin now than formerly, and the changes have been more in the quality of instruction than in the quantity of study. Latin and Greek and French declined slightly in 1880 in favor of history, geography,

---

\*See the tables on p. 349.

and sciences. The tendency since has been to increase the time devoted to the classics at the expense of the modern languages and of science.

The lessened number of hours devoted to Latin in the Gymnasia has been effected entirely through a change in the methods of study, which has enriched the value of Latin, and also diminished the number of hours per week given to it. Latin writing and Latin conversation have been greatly reduced, while still more attention than formerly is given to Latin reading and the study of Latin literature. One leading thought of the Conference was to reduce, if possible, the burden of home work, and to infuse into the new course more of the modern spirit of education. The strikingly large number of hours per week does not seem so excessive when we remember the German plan of teachers and pupils studying together and the French plan of lectures.

In the nine years' course of study in the Prussian Gymnasia Latin occupies 25 per cent. of the entire time, Greek 14 per cent., German 10 per cent. and French 8 per cent., giving to language study exclusively 55 per cent. of the whole time. I am not one of those who advocate the literal transplanting of French or German methods into our schools; for, although mind is the same commodity wherever found, and we should seek and adopt the best means for its highest development, still the very nature of our government, the limitless range of our local autonomy, will necessitate the evolution of a special system adapted to the needs of a people among whom individual opinion is supreme. Yet between the perilous rigidity of continental methods, and the dangerous license of American tendencies, there should, there will, be found the golden mean of matter and method, so elastic, so psychological as to make our schools the model of the world. But I submit, if the children of France can enter the Lycée, and commencing the study of Latin at eleven years of age, pursue it for from ten to four hours a week for six years, and if the children of Prussia are sufficiently trained to enter the Gymnasia and com-

mence the study of Latin at nine years of age (with all due consideration given to the fact that the German is a phonetic language, and therefore easier of acquisition by Germans than is the English by our children), and pursue it eight, seven, and six hours a week for *nine* years, and if the great thinkers of France and Germany leading in the scholarship of the world, have demonstrated the value and importance of this study to this extent, surely it can but be the part of wisdom to allow our children to be initiated into the beauties and benefits of this study at least when they have reached the age of twelve or thirteen, which marks the beginning of the seventh grade, and permit them to study it five hours a week for six years, as a preparation for the two following years of college study.

To briefly recapitulate, in conclusion, I would introduce Latin into the last two years of our Grammar schools, because Algebra, Concrete Geometry, and the elements of the Sciences having been introduced, it will entirely obliterate the strong lines of demarcation between the eighth and ninth grades; because the study of Latin at this age will illumine the study of English, and give the pupils an earlier mastery over their own language, and a keener appreciation of its expanding literature; because it will infuse more of the College spirit into our children at an early age, and thus enable them (especially the brighter ones) to save a year or two in their preparation for College; because it will enable the High schools to do better work in all branches of study, as a sequence of the discipline acquired from an earlier and better acquaintance with Latin; because it will increase and emphasize the demand for better training on the part of our Grammar School teachers, which will result in an improved quality of instruction in all the common schools, than which there is no more crying educational need; because it will bring our public High Schools into closer touch with the Colleges by better meeting their demands; because it will permit students to carry out their plan of bifurcation sooner, without too severely curtailing a general training; because

for a pupil to begin this language at twelve years of age—a language through which was disseminated the world's thought for centuries, is both pedagogical and paidological ; because it will tend to enhance the popularity of our common schools among the educated and the cultured, whose continued patronage will lend an inspiration to those, who though less fortunate, are equally talented and equally deserving ; for there is nothing in our political organization, which will so vitally affect the interest of our whole body politic for weal or woe, as the separation or the commingling of the different classes in our social order. The schools ought always to be so good as to attract the higher classes, they can never be too good as a means for the social and moral regeneration of the lower classes ; and lastly, and most important of all, because it is my conviction that we ought to give to our children the very best and the very earliest opportunities for laying the foundations of a general education, upon which they may afterward build such a superstructure as the decrees of Providence, the influence of environment, or their natural endowments may dictate or permit.

TABLES PREPARED BY SUPT NIGHTINGALE

(See p. 345)

\* COURSE OF STUDY FOR PRUSSIAN GYMNASIA

Class.	VI.	V.	IV.	III <i>b</i>	III <i>a</i>	II. <i>b</i>	II. <i>a</i>	I. <i>b</i>	I. <i>a</i>	Total.	Changes.
Religion.....	3	2	2	2	2	2	2	2	2	19	+0
German.....	4	3	3	2	2	3	3	3	3	26	+5
Latin.....	8	8	7	7	7	7	6	6	6	62	—15
Greek.....	..	..	..	6	6	6	6	6	6	36	—4
French.....	..	..	4	3	3	3	2	2	2	19	—2
			2	2	2	2					
Hist. and Geog..	2	2	2	1	1	1	3	3	3	26	—2
Mathematics.....	4	4	4	3	3	4	4	4	4	34	+0
Nature Study....	2	2	2	2	..	..	..	..	..	8	—2
Physics, Elements of Chem. and Mineralogy....	..	..	..	..	2	2	2	2	2	10	+2
Writing.....	2	2	..	..	..	..	..	..	..	4	+0
Drawing.....	..	2	2	2	2	..	..	..	..	8	+2
	25	25	28	30	30	30	28	28	28	252	—16

\* From "Lehrpläne und Lehraufgaben für die Höheren Schulen," issued on the 6th of Jan., 1892, by Count Von Zedlitz, Minister of Education.

COMPARISON OF COURSES OF STUDY FOR GYMNASIA

	PRUSSIA.		BAVARIA.		SAXONY.		WÜRTEMBERG.	
	Now.	Formerly.	Now.	Formerly.	Now.	Formerly.	Now.	Formerly.
Religion.....	19	19	18	18	20	21	18	20
German.....	26	21	27	26	25	23	24	22
Latin.....	62	77	66	73	71-73	78	80	90½*
Greek.....	36	40	36	36	40-42	40-42	40	42
French.....	19	21	10	8	18	20	18	16
Hist. and Geog.....	26	28	25	26	29	31	24	26
Mathematics.....	34	34	33	31	33	34	33	30½
Physics.....	10	8			15	16	14	9
Nature Study.....	8	10	5	0	3	3	4	6
Writing.....	4	4	4	9				
Drawing.....	3	6	4	0	4	4	7	0
Total... ..	252	268	228	227	258-262	270-272	262	262

\* Note that Würtemberg has a 10 yrs. course. For the 10 yrs. Lat. has 102½ hrs.



## PERCENTAGE OF TIME OF DIFFERENT STUDIES IN DIFFERENT CLASSES PER WEEK OF THE

*Lycée of France, 1880-1885-1890*

(Omitting the elementary division and the class of Philosophy)

	SIXTH CL.			FIFTH CL.			FOURTH CL.			THIRD CL.			SECOND CL.			FIRST CL.		
	1880	'85	'90	'80	'85	'90	'80	'85	'90	'80	'85	'90	'80	'85	'90	'80	'85	'90
Year .....																		
Latin.....	41 $\frac{1}{2}$	50	50	40	45	45	24	25	25	20	25	24.4	16	20	24.4	16	20	19.5
Greek.....	..	..	..	..	5	5	24	30	30	20	25	24.4	16	20	24.4	16	20	19.5
French.....	..	15	15	12	15	15	12	10	10	12	10	9 $\frac{3}{4}$	16	15	14.63	20	20	19.5
Eng. or Ger....	12.5	10	7.5	12	10	7.5	8	10	7.5	12	10	7.32	12	10	7.32	12	10	12.2
Hist. and Geo..	12.5	15	12.5	12	15	12.5	12	15	12.5	16	15	12.2	16	15	12.2	16	15	12.2
Science.....	12.5	16	7.5	16	10	7.5	12	10	7.5	12	15	14.63	12	15	7.32	12	15	17.32
Drawing.....	8 $\frac{1}{2}$	..	7.5	8	..	7.5	8	..	7.5	8	..	7.32	8	..	9 $\frac{3}{4}$	8	..	9 $\frac{3}{4}$
Total.....	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

A small per cent. of time is given in each class to religion out of class hours.

TOTAL NO. HOURS PER WEEK				SUMMARY OF TIME TO EACH STUDY			
	1880	1885*	1890		1880	1885	1890
Sixth .....	24	20	20	Lat., Gr., French,	53.68	62.8	62.53
Fifth.....	25	20	20	Eng. or Ger.....	11.41	10	8.23
Fourth.....	25	20	20	Hist. and Geog..	14.9	15	12.34
Third.....	25	20	20.5	Science.....	12.75	12.5	8.64
Second.....	25	20	20.5	Drawing.....	8.07	....	8.23
Rhetoric.....	25	20	20.5				

\* Two hours were assigned to drawing each week in addition to the twenty hours of required class time.

## PROGRAMME OF STUDIES IN THE CLASSICAL COURSE OF THE FRENCH LYCÉES

The stars indicate exercises that constitute changes (either by way of additions or substitutions) made since 1885. The preparatory course of three years is omitted. Also the "Class of Philosophy" the last year.

(In the sixth, fifth, and fourth classes the number of hours of class work per week is 20.)

### SIXTH CLASS

(AGE 11 YEARS)

*French*.—Three hours a week. Grammar. Extracts in prose and verse from French classics. La Fontaine's fables. Simple compositions.

*Latin*.—Ten hours a week. Elements of grammar. Epitome historiae Graecae. Translation of French phrases into Latin. Translations from Latin into French.

*German or English*.—Two and a half hours a week. Grammar, reading, conversation, written exercises. Drill in vocabularies. Study of grammatical forms. English texts—Aikin and Barbauld's Evenings at Home, Primer of English history.

*History*.—One and a half hours a week. Ancient history of the Orient—Egypt, Assyria, Palestine, Phoenicia, Persia.

*Geography*.—One hour a week. The continents and the Mediterranean basin. Elements of mathematical geography.

*Arithmetic*.—Half hour a week. Common fractions. Decimals.

*Zoölogy*.—One hour a week. Man. Vertebrates. Articulates. Worms. Mollusks. Fauna of the principal regions of the globe.

*Drawing*.—One and a half hours a week. Perspective with shadows. Drawing from ornaments in relief, from architectural fragments, from the human head. (These subjects serve for two years.)

### FIFTH CLASS

(AGE 12 YEARS)

*French*.—Three hours a week. As in preceding year. Extracts from La Fontaine, Racine, Fénelon.

*Latin*.—Ten hours a week to January 1; eight hours thereafter. Grammar, syntax, elements of prosody. Extracts from Phaedrus, Ovid, and Nepos. Latin theme, written and oral.

*Greek*.—Two hours a week from January 1, Grammar, accent, paradigms.  
*German* or *English*.—Two hours a week. Reading, writing, conversation, translation. English texts. Drill in vocabularies. Systematic study of grammatical forms and their applications. De Foe's Robinson Crusoe. Franklin's Autobiography. Primer of the History of Greece.

*History*.—One and a half hours a week. History of Greece.

*Geography*.—One hour a week. Physical and political geography of France and her colonies.

*Arithmetic*.—One-half hour a week. Rule of three. Interest, discount, measurement of areas and volumes.

*Botany* and *Geology*.—One hour a week. Organs of a plant—root, stem, leaf, flower, fruit, seed. Divisions of the vegetable kingdom illustrated. Outlines of the flora of the principal regions of the globe. Principal rocks. Continuous changes of the earth's crust. Special study of the geology of France.

*Drawing*.—See preceding year.

#### FOURTH CLASS

(AGE 13 YEARS)

*French*.—Two hours a week. Grammar finished. Extracts from Racine, Boileau, Bossuet, Fénelon, Voltaire. Paraphrases of French verse. Differences between French and Latin construction.

*Latin*.—Five hours a week. Extracts from Vergil and Ovid. Caesar's Gallic War. Quintus Curtius. Cornelius Nepos. Latin compositions, oral and written.

*Greek*.—Six hours a week. Grammar, elements of syntax, simple compositions. Extracts from Xenophon and Lucian. Babrius.

*German* or *English*.—Two and a half hours a week. Reading, writing, conversation, translation. Drill in vocabularies. Coins, weights and measures. Idioms. Grammatical forms. English texts—De Foe's Robinson Crusoe, Irving's History of Columbus, Miss Corner's History of Rome.

*History*.—One and a half hours a week. History of Rome.

*Geography*.—One hour a week. The American continent and physical geography.

*Geometry*.—One and a half hours a week. Straight lines, angles, triangles, parallelogram, circle, secant, tangent, measure of angles.

*Drawing*.—One and a half hours a week. From architectural fragments. The human figure, from prints and bas-reliefs. Some mechanical drawing of architectural designs.

(In the third and higher classes the number of hours of class work per week is 20½.)

#### THIRD CLASS

(AGE 14 YEARS)

*French*.—Two hours a week. Grammatical and literary study of the French language. Authors—Corneille, Racine, Boileau, Montesquieu. Compositions. Outlines of literary history. Choice selections from authors of the sixteenth to the nineteenth centuries. Paraphrase of French verse.

*Latin*.—Five hours a week. Grammar reviewed. Prosody. Considerable portions of Livy, Cicero, Pliny, Sallust, Vergil, Terence.

*Greek*.—Five hours a week. Grammar continued. Extracts from Homer, Herodotus, Xenophon. Translations into Greek.

*German* or *English*.—One and a half hours a week. Drill in vocabularies. Recitations from authors. Reading at sight, easy passages. Conversation. Grammatical written exercises. Translations. English texts—Vicar of Wakefield, Tales from Shakespeare, extracts from Macaulay's History of England.

*History*.—One and a half hours a week. History of Europe, and particularly of France, from 395 to 1270.

*Geography*.—One hour a week. Geography of Africa, Asia, Oceanica.

*Arithmetic, Algebra, and Geometry*.—Three hours a week. Arithmetic finished, including square root and proportions. Algebra through simple equations of one unknown quantity. Plane geometry finished through area of the circle.

*Drawing*.—One and a half hours a week. Decorative figures, Caryatides, Friezes. Doric, Ionic, and Corinthian orders. The human figure, and figures of animals.

## SECOND CLASS

(AGE 15 YEARS)

*French*.—Three hours a week. Selections from ten authors covering the sixteenth to the nineteenth centuries inclusive. Grammatical study and composition.

*Latin*.—Five hours a week. Prosody. The metres of Horace. Authors—Vergil, Horace, Cicero, Livy, and Tacitus.

*Greek*.—Five hours a week. Grammar reviewed. Considerable portions of Homer, Euripides, Plato, and Plutarch. Written translations.

*Literary History*.—One hour a week is devoted to the history of Greek (10 lectures), Latin (10 lectures), and French (15 lectures) literatures. This hour is taken from the hours appropriated to the three languages.

*German or English*.—One and a half hours a week. Grammatical study. Reading, conversation, translation, composition. English texts—Julius Caesar, The Deserted Village a Romance of Scott, a Christmas Carol, David Copperfield, extracts from English historians.

*History*.—One and a half hours a week. History of Europe, and particularly France, from 1270 to 1610.

*Geography*.—One hour a week. Geography of Europe—political, physical, commercial. Meteorology. Climatology. Productions. Commercial relations. Steam and telegraph lines.

*Algebra and Geometry*.—One and a half hours a week. Algebra continued through equations of several unknown quantities. Solid geometry to the cone.

*Drawing*.—Two hours a week. Same as in the preceding year.

## CLASS OF RHETORIC

(AGE 16 YEARS)

*French*.—Four hours a week. Eleven authors of seventeenth, eighteenth and nineteenth centuries. Fifteen lessons on the history of French literature from the time of Louis XIII.

*Latin*.—Four hours a week. Portions of Lucretius, Vergil, Horace, Cicero, Livy, and Tacitus.

*Greek*.—Four hours a week. Portions of Homer, Sophocles, Plato, and Demosthenes.

*German or English*.—Two and a half hours a week. Authors in English—Shakespeare, Byron, Tennyson, Dickens, and George Eliot.

*History*.—One and a half hours a week. History of Europe, and particularly of France, from 1610 to 1789.

*Geography*.—One hour a week. Physical, political, administrative, and economic geography of France and its colonies.

*Mathematics*.—One and a half hours per week. Arithmetic: Review through square root. Algebra: Review and continuation through equations of the second degree. Geometry and Cosmography: Solid geometry finished—through the sphere. The celestial sphere. Earth, sun, time, moon, eclipses, planets, stars, universal gravitation, tides.

*Drawing*.—Two hours a week. The human head from nature. Landscape from prints and nature.